|  |
| --- |
| **COVERING BOTH CLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  CC.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  CC.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  CC.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients. |
| **COVERING BOTH CLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **CLE’s but not CCSS**  CC.5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.  CC.8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.  CC.8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.  CC.8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.* |
| **CCSS but not CLE’s** |